

St Barnabas C of E Primary Academy

Pupil premium review



Position Statement:

At the end of summer term 2023 we had 232 children on roll. With 51% of these children being pupil premium. Reception is 41%, Year 1 is 53%, Year 2 60%, Year 3 is 73%, Year 4 is 70%, Year 5 is 48% and Year 6 is 58%. Pupils receiving free school meals was 41% this is nearly double the National figure of 22.5%

The school is in the top 5% for deprivation. 57.4% of the academy's roll live in the top 5% of deprived areas according to postcode, with 5.37% living in the top 1%. 91% live in the top 10% of deprived areas according to postcode.

Intended outcomes - review

This explains the outcomes we are aiming for **by the end of our current strategy 3 year plan 2020 – 2024.**

Intended outcome	Success criteria	Impact 2022-23	
To improve attendance for all groups of children but particularly disadvantaged children, and to reduce rates of PA.	Attendance for disadvantaged children improves to 96+% PA for disadvantaged children reduces in line with PA for non-disadvantaged children.	Whole School	92.2%
		Disadvantaged	91.2%
		Pupil Premium	91.2%
		SEND	88.5%
		EAL	92.9%
To improve reading attainment for disadvantaged children.	KS2 reading outcomes in 2022-23 show that disadvantaged children attain at the same high rate as non-disadvantaged	KS2 Reading outcomes for 2023 - EXS 54% GD 11%	

	children at both expected and higher standards.	
To improve writing attainment for disadvantaged children.	KS2 writing outcomes in 2022-23 show that disadvantaged children attain at the same high rate as non-disadvantaged children at both expected and higher standards.	KS2 Writing outcomes for 2023 - EXS 60.7% GD 11%
To improve maths attainment for disadvantaged children.	KS2 maths outcomes in 2022-23 show that disadvantaged children attain at the same high rate as non-disadvantaged children at both expected and higher standards.	KS2 Maths outcomes for 2023 - EXS 54% GD 11%
To improve enrichment opportunities for disadvantaged children.	Disadvantaged children have access to a wealth of enrichment opportunities so that they develop character and cultural capital enabling them to shine in their future life.	Funding was allocated to purchase tram tickets for multiple years groups to attend museums and events throughout the year. Visitor to school were subsidies for historical and literacy-based performances and animals specialist. Subsidised year 6 camping and outdoor activities 3-day event.
To improve the vocabulary and oral language skills of disadvantaged children.	Assessments and observations will show significantly improved vocabulary and oral communication which transfers into improved written outcomes in book looks.	Welcome assessment carried out for nursery and new reception children in September and each entry point during the school year. Additional vocabulary supported through SLC interventions through-out school.
To achieve improved well-being for all children at St Barnabas, particularly for our disadvantaged children.	High levels of well-being demonstrated by reduced behaviour incidents, reduced referrals from staff and pupil and parent voice.	Three members of staff are Mental Health first aides. Parent voice and pupil voice to review 2022-23.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 64,195

Activity	Evidence that supports this approach	Impact 2022-23
<i>Roll out of Kagan across all year groups</i>	The EEF states that ‘The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months’ progress, on average, over the course of an academic year.’	Kagan lead (MAT Lead) attended hubs termly. Half termly staff training and sharing opportunities. All staff provided with a range of resources to support implementation. Kagan effectively used throughout school as observed in observation and MAT reviews.
<i>CPD aimed at consistently good or better teaching</i>	The EEF states that ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’	CPD training calendar linked to school targets with teaching as the central focus.
<i>Intervention at the point of need in maths lessons</i>	EEF states ‘In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.’	Termly pupil progress reviews identified pupils and maths interventions using Shine based upon gaps analysis. Additional point of need intervention identified by class teacher and TA delivery.
<i>Purchase of a new DfE approved phonics scheme and associated training</i>	EEF states ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important	Whole school NSET training day on new phonic scheme and implementation in summer term.

	component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'	Reviews and support from RWI teacher lead & RWI liaison. Purchase of all required resources.
<i>Intervention at the point of need in reading and writing lessons</i>	'Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.'	Termly pupil progress reviews identified pupils and maths interventions using Shine based upon gaps analysis. Additional point of need intervention identified by class teacher and TA delivery.
<i>Feedback and mentoring</i>	EEF states 'Providing feedback is a well-evidenced and has a high impact on learning outcomes.'	Feedback guidance identified in MAT feedback and marking policy. MAT mentoring system to be implemented.

Targeted academic support

Budgeted cost: £ 49,854.12

Activity	Evidence that supports this approach	Impact 2022-23
<i>Small group tuition for maths and writing – the Tutor Trust</i>	EEF states that 'Small group tuition has an average impact of four months' additional progress over the course of a year.'	Identified pupils received 15 hours of small group tuition through the Tutor Trust.
<i>Gaps analysis and interventions for reading and maths - Shine</i>	EEF states that 'teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.'	Termly pupil progress meetings reviewed gaps analysis identified pupils and interventions using Shine for KS1&2.
<i>Vocabulary and communication interventions</i>	Education Endowment Foundation EEF	Vocabulary and communication supported through SLC interventions. Interventions were designed and guided through SpeechWise Therapist.

<i>Phonics interventions</i>	EEF states ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’	Whole school NSET training on phonic scheme and implementation. Reviews and support from RWI teacher lead and RWI liaison. Purchase of all required resources.
<i>Additional 1:1 reading; precision teaching</i>	EEF in the TES ‘Coping with COVID – Reading key to closing the learning gap’	All teaching assistants trained on precision teaching and 1:1 reading. Timetabled 1:1 teacher reading time bi-weekly.

Wider strategies

Budgeted cost: £ 32,816.15

Activity	Evidence that supports this approach	Impact 2022-23
<i>Play therapy for individuals and groups</i>	EEF evidence demonstrates positive impact Social and emotional learning EEF (educationendowmentfoundation.org.uk)	Programme of wellbeing sessions for 4 groups each receiving 4 morning sessions. Focus for workshops: 1. Understanding the way we feel / understand our emotions 2. Creating positive relationships with others 3. Confidence/self-esteem 4. Better choices
<i>Subsidised breakfast club</i>	EEF evidence shows that hunger has a negative impact on learning. ‘Most importantly, breakfast provision helps ensure that no child has to learn when they’re hungry.’ EEF December 2019	Staffing subsidised to maintain reduced cost or enable free places for identified children.
<i>Subsidised visits and visitors.</i>	‘At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “ <u>arts for arts’ sake</u> ”). We think all children, including those from disadvantaged backgrounds,	Funding was allocated to purchase tram tickets for multiple years groups to attend museums and events throughout the year.

	deserve a well-rounded, culturally rich, education.’ Taken from Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	Visitor to school were subsidies for historical and literacy based performances and animals specialist.
<i>After school activities</i>	‘At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “ arts for arts’ sake ”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.’ Taken from Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	After school clubs offered each term and every child who requested was access at least one club each term. Review of identified disadvantage children access after school offer.
<i>Learning Mentor – targeted attendance</i>	‘evidence suggests that small improvements in attendance can lead to meaningful impacts for outcomes.’ Taken from Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)	Learning mentor and Principal regular reviews of attendance to action plan. Tasks shared with phase leaders and teachers for implementation. Attendance: Whole School 92.2% Disadvantaged 91.2%
<i>Nurture groups</i>	EEF evidence demonstrates positive impact Social and emotional learning EEF (educationendowmentfoundation.org.uk)	Programme of wellbeing sessions for 4 groups each receiving 4 morning sessions. Focus for workshops from play therapist. Termly pupil progress reviews identified pupils who will receive nurture intervention sessions delivered by class TA.